

READING IN THE CONTENT AREA

PRESENTED BY CHUCK BRANCH

Session 1

Differentiated Instruction

Reading in the Content Area



- According to Fratt (2007), most classroom teachers are neither trained nor prepared to meet the needs of English Language Learners.



Reading in the Content Area



- **70% of eighth grade ELLs students scored below basic proficiency on NAEP.**
- **26% of native English-speaking students scored below basic proficiency on NAEP.**
- **By 2030, “language minority students” will comprise 40% of students in U.S. schools.**

Video: *A Town Without Diversity*



www.learn360.com

Video: *A Town Without Diversity*



Discussion

- **Would you like to live in the town of Lon? Why or why not?**

- **What are the results of the small Scrodes' actions?**

- **Contrast the town of Lon with our school.**



Reading in the Content Area



- ELL students require more targeted instruction (Watkins & Lindahl, 2010).



Reading in the Content Area



- It is important to integrate content and language instruction for students in every lesson (Watkins & Lindahl, 2010).



Reading in the Content Area



Strategies to target instruction for English language learners

- **Activating and building background knowledge**
- **Motivation**
- **Reading comprehension**
- **Vocabulary**
- **Oral fluency**
- **Writing process**



Reading in the Content Area



- **Activating and building background knowledge**
 - ▣ think-pair-share
 - ▣ references and connections to L1 culture/language

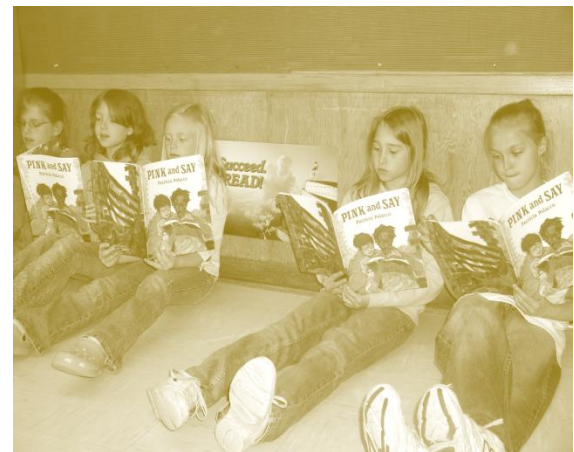


Reading in the Content Area



□ Motivation

- choice in assignments
- grouping based on interest
- references and connections to L1 culture/language

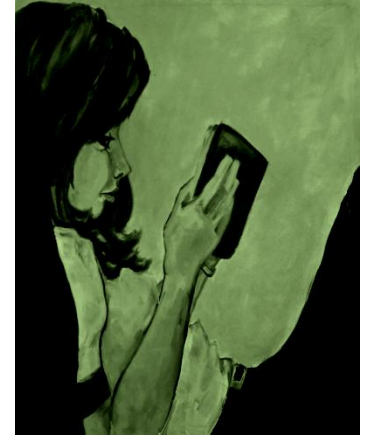


Reading in the Content Area



□ Reading comprehension

- students draw responses
- chunking longer readings
- accentuate text structure and text features
- rephrase complicated language
- explanatory visuals to supplement text
- graphic organizers to organize textual information
- flexible grouping by readiness and L1
- using multiple and varied text options
- bold/underline key terms



□ Vocabulary

- post word banks and word walls
- rephrase complicated language



Vocabulary

Reading in the Content Area



□ Oral fluency

- ▣ place students with partners to read
- ▣ present question or sentence stems
- ▣ pictures to arrange and retell the text

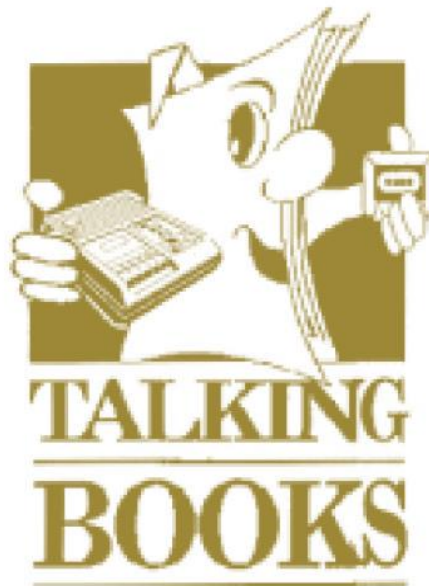


Reading in the Content Area



□ Talking books for ELLs

▣ <http://branch-project2.wikispaces.com/Talking+Books>



Reading in the Content Area



□ Writing process

- allow oral responses instead of written (EC)
- cloze note-taking activities
- present question stems
- present sentence stems
- graphic organizers to organize textual information
- allow students to draw responses (EC)



Reading in the Content Area Resources



- <http://branch-project3.wikispaces.com>
 - ▣ Character perspective charting
 - ▣ Collaborative Discussions
 - ▣ DR-TA
 - ▣ Learning log, double-entry journal,
 - ▣ Reciprocal teaching



Reading in the Content Area



Directed Reading / Thinking Activity (DR/TA) encourages active reading by:

- ▣ **Activating prior knowledge**
- ▣ **Helping you to focus on the topic**
- ▣ **Predicting**
- ▣ **Checking accuracy of predictions**



DR-TA

Topic:

What I know:

What I think I know:

What I think I'll learn:

What I know I learned:



DR-TA

Topic: Cultural Diversity

What I know: We are a diverse nation with citizens of various backgrounds and origins.

What I think I know: Tacky appears to be a penguin that dresses differently than the other penguins. He seems to be a loner.

What I think I'll learn: I think I will learn how the hunters affect Tacky's relationship with the other penguins.

What I know I learned: Everyone has different gifts, abilities, and talents.

Reading in the Content Area



☐ **Character Perspective Charts
can help students better
understand point-of-view.**

☐ Click on the wiki link to see a sample book list.

<http://branch-project3.wikispaces.com/file/view/SampleBooklistForCharacterPerspectiveCharting.pdf>

Character Perspective Chart



Character #1: Tacky	Character #2: Hunters
Setting:	Setting:
Problem:	Problem:
Goal:	Goal:
Attempt:	Attempt:
Outcome:	Outcome:
Reaction:	Reaction:
Theme:	Theme:

Character Perspective Chart



Character #1: Tacky	Character #2: Hunters
Setting: nice icy land	Setting: nice icy land
Problem: intruders	Problem: trying to catch penguins
Goal: get rid of the hunters	Goal: to sell the penguins and get rich
Attempt: demonstrated his marching, diving, and singing abilities	Attempt: marched into icy land with maps, traps, rocks, and locks
Outcome: hunters wet; could not stand the singing	Outcome: all penguins hid except Tacky
Reaction: Tacky did not hide or back down	Reaction: hunters surprised and irritated by Tacky's actions
Theme: Never back away in the face of adversity.	Theme: Sanity is more important than riches.

Reading in the Content Area



Reciprocal Teaching

- Students think about their own thought process during reading.
- Students learn to be actively involved in monitoring their comprehension as they read.
- Students learn to ask questions that make the text more comprehensible.

Reciprocal Teaching



Prediction:

Support:

Main Idea:

Question 1:

Main Idea:

Question 2:

Main Idea:

Question 3:

Main Idea:

Question 4:

Main Idea:

Question 5:

Reciprocal Teaching



Prediction: Tacky is an odd bird.

Support: Tacky dresses differently.

Main Idea: The penguins ignored Tacky before the hunters came.

Question 1: Why didn't Tacky try to fit in with the other birds?

Main Idea: The penguins were scared when the hunters arrived.

Question 2: How did Tacky show that he was not afraid of the hunters?

Main Idea: The hunters searched for penguins.

Question 3: Did the penguins fear that Tacky would share their whereabouts?

Main Idea: The hunters were annoyed by Tacky's singing, and they quickly left.

Question 4: How might the penguins have used the hunters' maps, traps, rocks, and locks?

Main Idea: The other penguins realized that Tacky was a nice bird to have around.

Question 5: Do you think the other penguins learned some of Tacky's dancing and swimming moves?

Assignment



- **Choose at least one of the strategies from today's workshop to share with your students:**
 - **DR-TA**
 - **Character Perspective Chart**
 - **Reciprocal Teaching**
- Be prepared to share how you utilized the respective strategy with your students. At the beginning of session two, everyone will share how they used one of the three strategies discussed today.

References



Fratt, L. (2007). Professional development for the new century. *District Administration*, 43(6), 56-60.

Retrieved from Retrieved from Education Research Complete database.

Watkins, N.M., & Lindahl, K.M. (2010). Targeting content area literacy instruction to meet the needs of adolescent English language learners. *Middle School Journal*, 41(3), 23-32.

READING IN THE CONTENT AREA

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Session 2

Vocabulary Strategies and QARs
That Promote Critical Thinking

Vocabulary



- **While it is impossible to directly teach the thousands of words students learn each year, teachers can teach context clues and word parts to help students decipher word meanings.**

Vocabulary



□ **79% of words contain Latin and Greek word parts (Johnson & Vest-Arnold, 2010).**

Vocabulary



- **If teachers can increase how much students read, the number of words they learn will expand dramatically (Farstrup & Samuels, 2002).**

Vocabulary



- **Vocabulary instruction should emphasize active student engagement to connect to students' previous knowledge (Farstrup & Samuels, 2002).**



- **Three levels of vocabulary acquisition:**
 - **Unknown**
 - **Acquainted**
 - **Established**

Vocabulary



- **Gambrell et al., (2007) cite research showing that students develop significantly higher levels of comprehension when they have at least six multiple exposures to a word in a variety of contexts.**

Vocabulary



- **Teachers can model word learning through activities such as *word of the day*, *mystery word*, or personal word books and dictionaries (Gambrell et al., 2007).**

Vocabulary



- **Multifaceted vocabulary instruction helps move students from familiarity to ownership (IRA, 2002).**

Vocabulary



- **Vocabulary assessment should incorporate activities such as knowledge ratings, word walls, and vocabulary charts (Gambrell et al., 2007).**

Middle School Math Vocabulary



Multimedia Presentation:

Building Vocabulary in Middle School Math Class

http://dww.ed.gov/do/?T_ID=23&P_ID=59&t=1&iID=58&c2=0&c3=0&c1=1076#cluster-1

Questions

1. Why did the presenter often have the students work in pairs?
2. What were some of the games she used to teach math vocabulary?



Vocabulary Activities



Laura Robb (2006) suggests the INSERT method to help students pinpoint confusing parts of texts.

Knowledge Ratings: INSERT



Interactive Notation System for Effective Reading and Thinking

- ✓ = ***I agree***
- ✗ = ***I disagree***
- + = ***That's new***
- ? = ***I don't understand***
- * = ***That's important***
- *! = ***That's awesome!***

Word Detectives (IRA, 2002)



Student Instructions For *Word Detectives*

- ☐ **Find new unknown words.**
- ☐ **Add unknown words from readings to your word list.**
- ☐ **Write clues, such as the sentence in which the word was used.**
- ☐ **Write a definition for the word.**



Word Detectives (IRA, 2002)



- **Determine the part of speech.**
- **Write word clues into a “detective notebook” that is kept at your desk.**
- **New words are shared and added to the class *Word Wall* and reviewed throughout the week.**



Said Webs



- ***Said Webs*** encourage alternatives to overused words as students relate unknown words to known words (IRA, 2002).

Purposes of *Said Webs* (IRA, 2002):



- ❑ **Relate unknown words to known words,**
- ❑ **Facilitate word ownership through deeper processing of vocabulary, and**
- ❑ **Generate a reading and writing resource that promotes word exploration.**

Instructional Steps for Said Webs



- Students brainstorm related words.
- Students choose and circle words that are most common.
- Students work in heterogeneous groups to create a visual display to demonstrate the development of ideas.
- Using colored markers and chart paper, student groups collaborate to create webs that categorize all words from the start list.

Instructional Steps for Said Webs



- Students use a second colored marker to add related words after agreeing about the relationship with connected words.
- Students hang their chart papers around the room, and groups of students rotate around to the respective charts. Students use a third colored marker to make additions.

Instructional Steps for Said Webs



- Students then challenge words in regards to their meanings and categorizations.
- The charts are displayed, and a combined class web can be created to serve as a reading and writing resource.

Resources for Said Webs



- The following web link provides tools to help students generate lists of adjectives and synonyms:

http://interactives.mped.org/view_interactive.aspx?id=127&title=

- **Lesson plan for 3rd and 4th graders:**

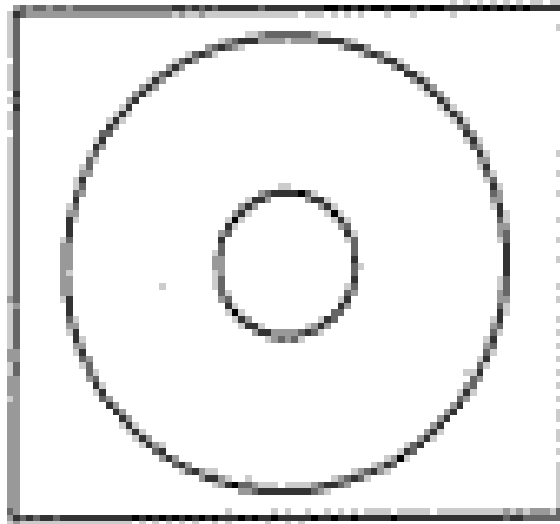
Delicious, Tasty, Yummy: Enriching Writing with Adjectives and Synonyms

<http://www.readwritethink.org/classroom-resources/lesson-plans/delicious-tasty-yummy-enriching-868.html>

Said Webs – Tweaked for A.G. Cox



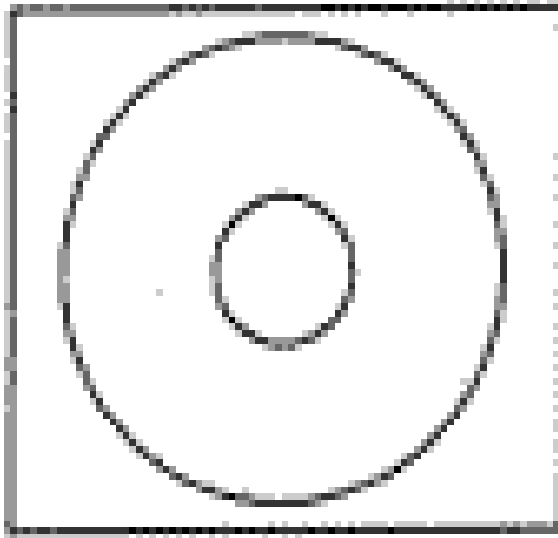
- Give each group one of the following overused words: good, bad, ugly, stuff, thing, awesome
 - ▣ (GBUSTA)
- Give each group one minute to create a circle map to brainstorm related words for their assigned word.



Said Webs – Tweaked for A.G. Cox



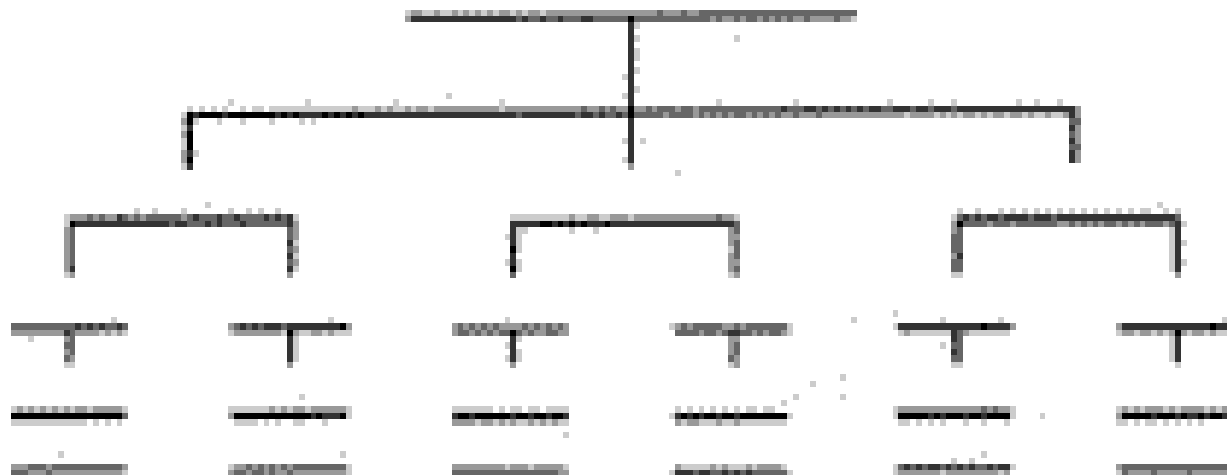
- Have students travel with their groups from word to word. As they travel, they should add words to the circle maps. Student groups should keep the same marker color throughout the lesson.



Said Webs – Tweaked for A.G. Cox



- After the circle maps have been completed and posted around the classroom, have students choose at least 5 – 7 words for their vocabulary notebooks. Students may use a tree map to categorize the words by part of speech.





Vocabulary Resources



- ☐ [Beginner's Dictionary](#)
- ☐ [Children's Dictionary](#)
- ☐ [Advanced Dictionary](#)

11th Amendment
22nd Amendment
3-D
4WD
A¹
A²
A³
A (a¹)
a¹
a²
a³

Welcome to Wordsmyth!

Many changes are afoot! Thanks for your ongoing support and patience. We have been hard at work developing new resources for you, and over the next several months, we will be continuing to improve our new site design, adding new tools and content, and introducing new premium subscriber features. Let us know what you think!

Start exploring Wordsmyth's new features!

[Look up any word on any web page!](#)

WordsmythNow Widget

- ☐ Beginner's ☐ Children's ☐ Advanced

Choose your desired dictionary level and drag or add the WordsmythNOW link (above) to your Bookmarks bar. Having trouble? [Click here](#) for help!



New tools!

Our new tool set includes a **Fill-in-the-Blank Quiz Maker** that uses Wordsmyth example sentences or, at your option, sentences that you write yourself. Click [Fill-in Maker](#) to try it out.

New and improved versions of your favorite Wordsmyth tools including [Glossary Maker](#) and [Quiz Maker](#).

Coming soon: Multiple Choice Quiz! Cloze Maker! Games! Watch this space for news!

New features in the dictionary!

The Wordsmyth Dictionary-Thesaurus Suite now includes:

- antonyms
- real audio pronunciations
- new images and animations
- thousands of new example sentences
- a new entry presentation, and more.

[Click here](#) for a "map of an entry" to see what the new entries look like.

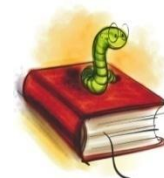
New Beginner's Dictionary!

Our suite of dictionary-thesaurus resources now includes The Wordsmyth Beginner's Dictionary-Thesaurus. This new work has very easy-to-read entries written with a simple defining vocabulary of 2000 words. Select the Beginner level on the left side of your screen to see entries from the Beginner Dictionary.

New "Smart" Dictionary Functions!

Microfinance

<http://new.wordsmyth.net>



Vocabulary Resources

Visual Thesaurus	An interactive dictionary and thesaurus that leads you to discover the connections between vocabulary words in a visually captivating display. Word maps blossom with meaning, encouraging exploration instead of rote memorization to expand vocabulary.
Vocabulary University	Looking for the previous version of this website? Visit www.vocabularyuniversity.com .
Cambridge Dictionaries Online	Cambridge Advanced Learner's Dictionary and other excellent learner dictionaries are available online, free of charge.
Online Etymological Dictionary	A free and open resource for reliable information on word roots.
Vintage Vocabulary	A site highlighting American words and expressions with intriguing origins.
UsingEnglish	Designed for ESL learners, UsingEnglish contains an extensive list of English idioms.
Academic Word List (AWL)	Developed by linguistics professor Averil Coxhead, AWL contains frequently occurring English vocabulary words from a broad range of academic texts.

Tools and Tips for Teachers:

ReadWriteThink	A collaboration between NCTE and IRA, ReadWriteThink has a searchable lesson plan archive that features many lessons with a focus on vocabulary learning.
Education Oasis	Graphic organizers for teachers that can help students learn new vocabulary words and concepts.
Literacy Matters	A project from the Education Development Center with valuable resources for enriching vocabulary instruction as a means to improve content literacy.
Cuesta College Guide to Vocabulary	An overview of helpful vocabulary strategies that include interpreting context clues, recognizing word roots, and analyzing common relationships between words.

Featured Vocabulary Lists

Academic Vocabulary	more »
Science, Grades 6-8 »	{ 119 words }
Vocabulary list related to science and technology for...	
Language arts, Grades 9-12 »	{ 96 words }
Vocabulary list related to English language arts for...	
Arts, Grades 6-8 »	{ 85 words }
Vocabulary list related to the arts (visual arts,...	
Current Events Vocabulary	more »
Obama's Address to Schoolchildren »	{ 32 words }
Words from President Obama's address to America's...	

Vocabulary Word of The Day

Out to Sea Word of the Day:

Tuesday, March 9th

groyne

There's nothing like a spelling variant to add interest to a word, and this one is particularly apt because it denotes only one of the meanings of *groin*: a *groyne* is a breakwater whose purpose is to redirect a current, trap sand, or prevent erosion. Not all dictionaries agree that it's from a French word meaning "pig's snout," but what fun if it does, since a *groyne* could in fact resemble one.

Vocabulary Tools

VocabGrabber

Automatically create lists of vocabulary from any text using VocabGrabber. [Try it now!](#)

Spelling Bee

Think you are a good speller? Play the Visual Thesaurus Spelling Bee and find out! [Click here to start.](#)

Words on Words

WORD ROUTES EXPLORING THE PATHWAYS OF OUR LEXICON

At the Movies: Plumbing the Depths of "The Hurt Locker" ★★★★★

March 5, 2010

By Ben Zimmer

One of the frontrunners for Best Picture in Sunday's Academy Awards ceremony is Kathryn Bigelow's tense depiction of a U.S. bomb squad unit in Iraq, *The Hurt Locker*. The movie's official website says of the title, "In Iraq, it is soldier vernacular to speak of explosions as sending you to 'the hurt locker.'" In fact, like so much American military slang, *hurt locker* (along with related *hurt* expressions) dates back to the Vietnam War. [Continue reading...](#)

BEHIND THE DICTIONARY LEXICOGRAPHERS TALK ABOUT LANGUAGE

Do's and Don'ts for Singular "They" ★★★★★

March 4, 2010

Neal Whitman takes a look at the contentious issue of singular *they*. [Continue reading...](#)

WORD ROUTES EXPLORING THE PATHWAYS OF OUR LEXICON

Bridge That Gap! ★★★★★

March 2, 2010

By Ben Zimmer

Rep. Eric Cantor said, "We have a very difficult bridge to gap here." Whoops! [Continue reading...](#)

WORD ROUTES EXPLORING THE PATHWAYS OF OUR LEXICON

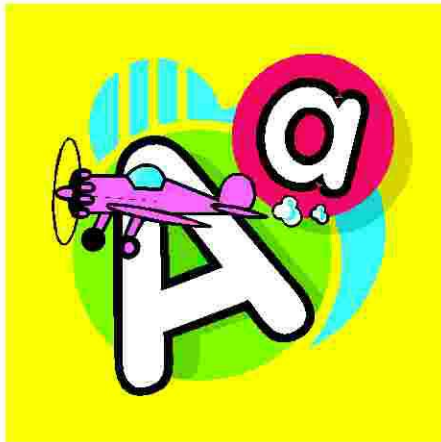
Owning the Podium (and the Lectern) ★★★★★

February 25, 2010

By Ben Zimmer

What's the difference between a *podium* and a *lectern*? [Continue reading...](#)

Personal Word Books



Words Beginning with Aa

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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<hr/>	<hr/>
<hr/>	<hr/>

http://www.teacherfiles.com/resources_alphabet.htm

<http://www.jazzles.com/HTML/create-dictionary.html>

-This site contains more ideas about personal dictionaries.

Word Wall



edHelper.com
ClassRoom Helpers

Word Walls



Make a Word Wall (PDF file created)

For edHelper.com subscribers - [Sign up now by clicking here!](#)

Number of Words



☒ One word on each word wall



☐ Two words on each word wall
(include a foreign language word or another word)

Page Layout



☒ Portrait



☐ Landscape

Number of columns:

Border width:

Word List

Enter your words (you can click *Enter* to go from one word to the next):

1.
2.
3.
4.
5.

11.
12.
13.
14.
15.

Word Wall



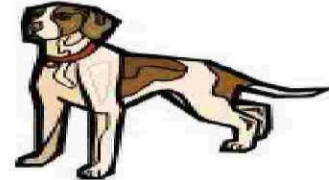
duck



chicken



dog



cat



beaver



Middle School Math Vocabulary



Middle School Math: Vocabulary Building Lesson and Related Materials

- http://dww.ed.gov/see/?T_ID=23&P_ID=59&c1=1099#cluster-1



QARS

Question-Answer- Relationships

Reading in the Content Area



□ Helping students to become metacognitive with content area material will improve academic performance (Wilson, Grisham, & Smetana, 2009, p. 716).

Reading in the Content Area



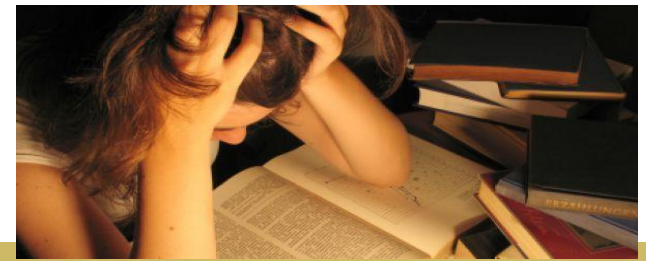
- ☐ **Content area literacy is the ability to meaningfully interact with content area words (Wilson et al., 2009).**

Reading in the Content Area



- **Successful content area literacy requires metacognition – thinking about thinking (Wilson et al., 2009).**

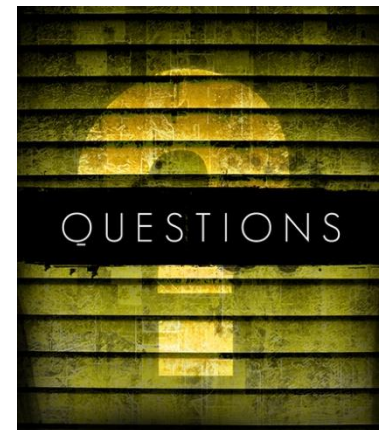
Questions



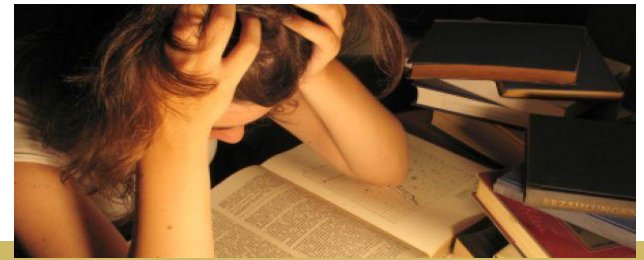
□ QARs

(Question-Answer-Relationships)

- ▣ Question-Answer-Relationships (QARs) is one method by which students can write multi-level questions.



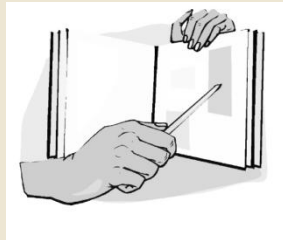
QARs



In the book

Right There

Questions and answers are plainly stated in the text.



In my head

Author and Me

Consider the author's perspective along with your own experiences.



Think and Search

Piece together parts of one or more texts to find the answer.

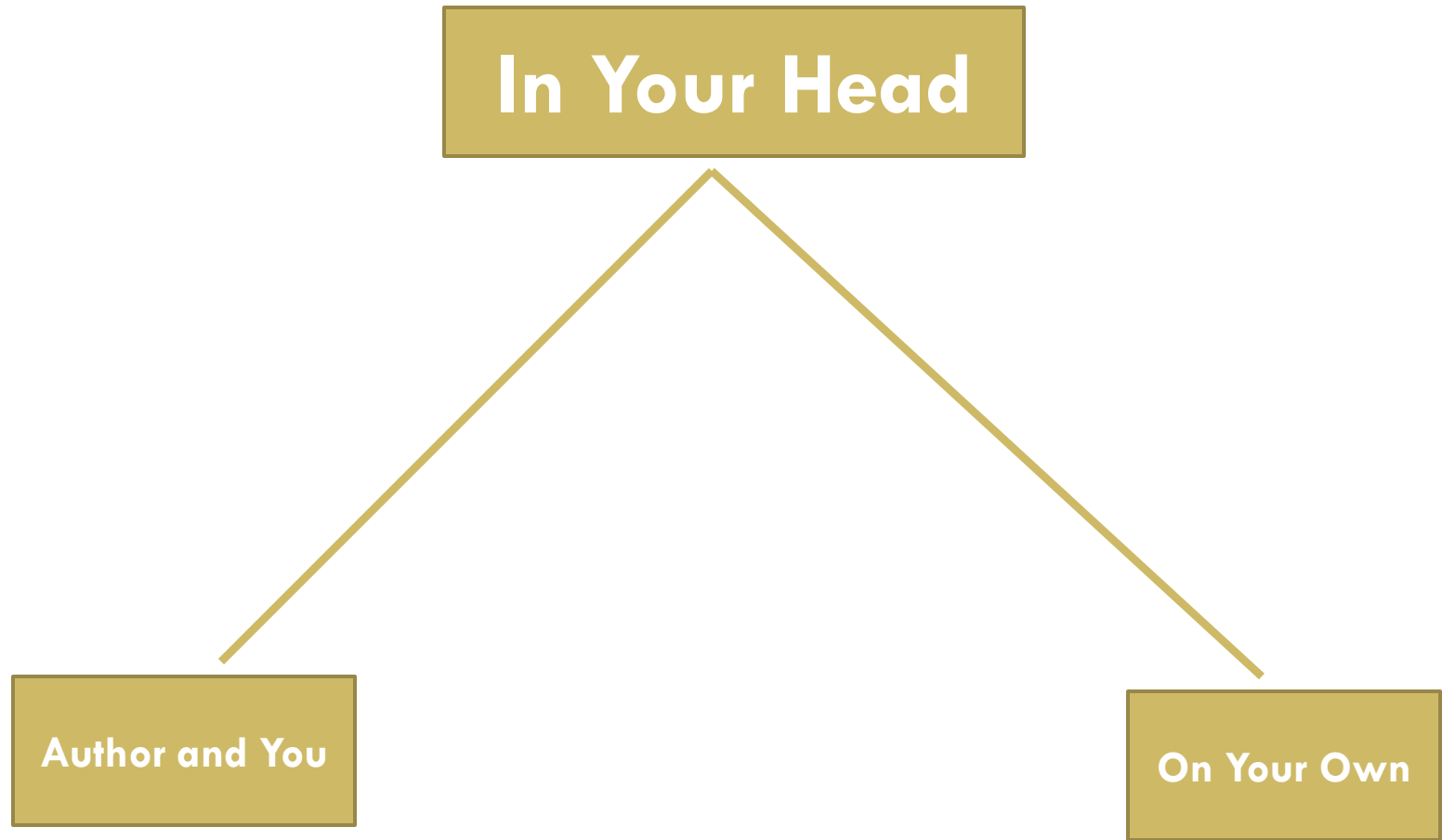


On My Own

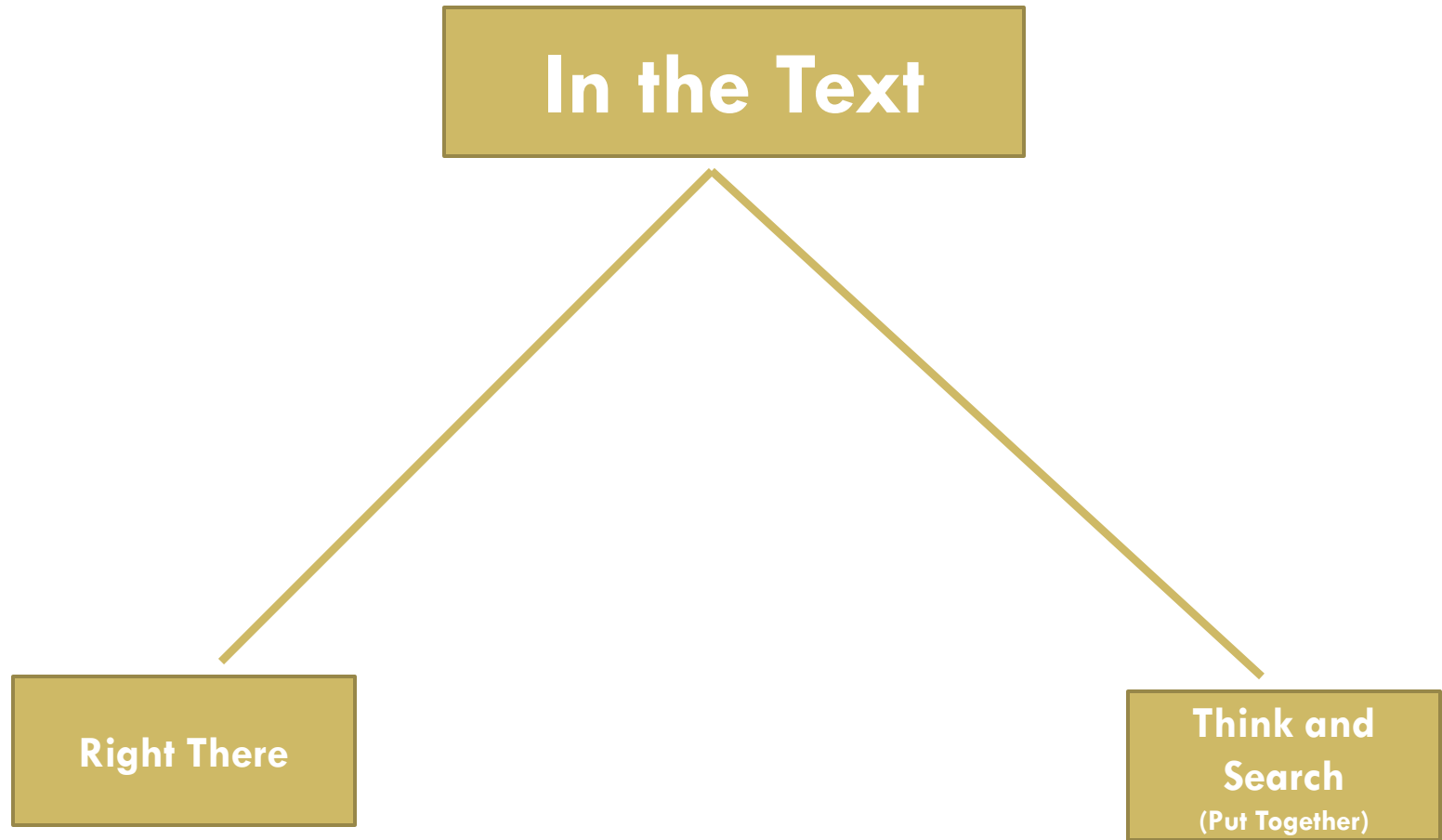
Make a personal connection to something you have experienced or are experiencing.



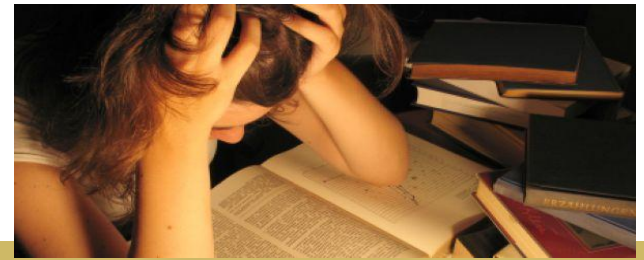
Question-Answer Relationship



Question-Answer Relationship



QARs



In the book

Right There

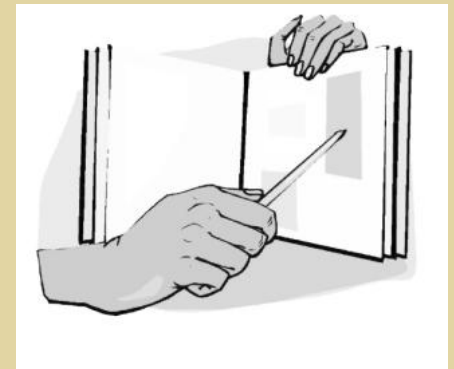
Questions and answers are plainly stated in the text.

➤ **Point to the Answer:**

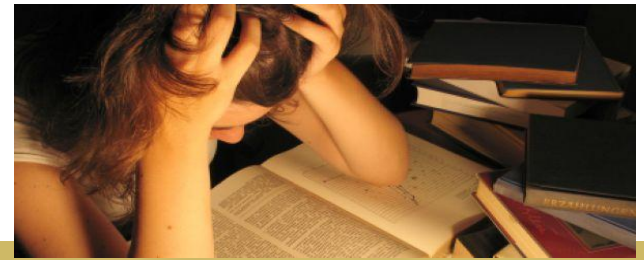
The answer to this type of question is stated directly in the text.

Example:

Where did the boy live?



QARs



In the book

Think and Search

Piece together parts of one or more texts to find the answer.

➤ Put It Together:

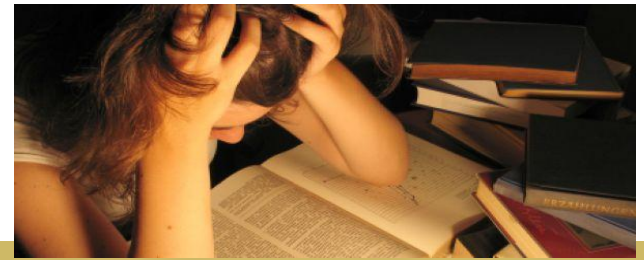
To answer this kind of question, you must put together different pieces of information found in the text.

Example:

What activities did the boy engage in at summer camp?



QARs



In my head

Author and Me

Consider the author's perspective along with your own experiences.

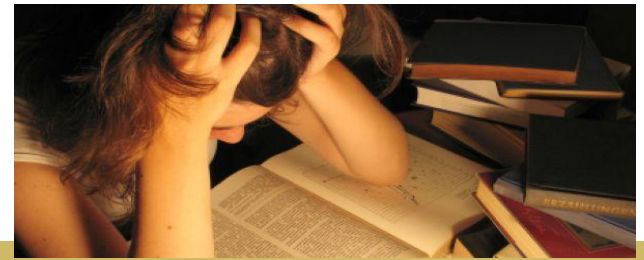
➤ **Make It Your Own**

The answer to this type of question is not found in the text – it is related to the topic, and you must think about the text to come up with the answer.

Example: Why was the character so angry?



QARs



In my head

On My Own

Make a personal connection to something you have experienced or are experiencing.

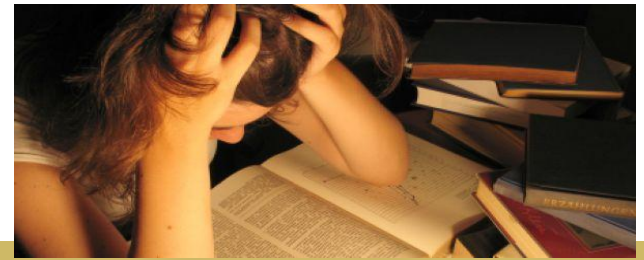
➤ **Connect It:**

The answer to this type of question is not found in the text – you must connect something in the reading with something you already know.

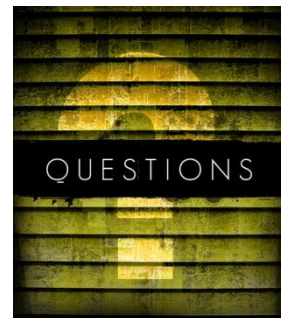
Example: How do you feel about the extinction of the animals in the rain forest?



QARs



- **The following link shares a model lesson that utilizes QARs:**
- <http://www.readwritethink.org/classroom-resources/lesson-plans/using-qars-develop-comprehension-232.html#resources>



QAR Posters for Classroom Display



Right There

- http://www.readwritethink.org/files/resources/lesson_images/lesson227/right_t_here.pdf

Think and Search

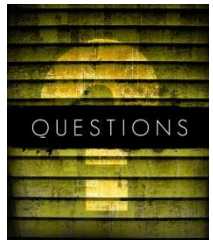
- http://www.readwritethink.org/lesson_images/lesson227/think.pdf

Own My On

- http://www.readwritethink.org/lesson_images/lesson227/my_own.pdf

Author and Me

- http://www.readwritethink.org/lesson_images/lesson227/author.pdf

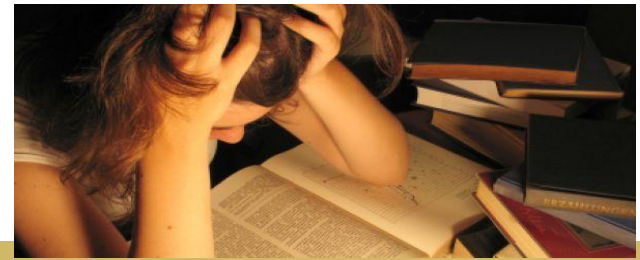


Assignment



- **Choose at least one of the strategies from today's workshop to share with your students:**
 - **Word Detectives**
 - **INSERT: Interactive Notation System for Effective Reading and Thinking**
 - **Said Webs**
 - **QARs**
- **Be prepared to share how you utilized the respective strategy with your students.**

References



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